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JOURNAL OF EDUCATION

FEBRUARY 5, 1934

Letting Children *See* History

A Plan for Utilizing Films to the Utmost

JOHN S. HERRON

Not Mathematically Minded — CATHERINE GILES

Glimpses of European Schools—*Venice* — J. ASBURY PITMAN

Cultivate Home Ideals at School — GARRY C. MYERS

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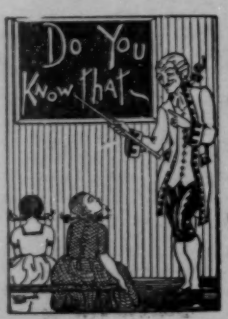

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Table of Contents

FEBRUARY 5, 1934

LETTING CHILDREN SEE HISTORY 61
By John S. Herron

NOT MATHEMATICALLY MINDED 63
By Catherine Giles

GLIMPSES OF EUROPEAN SCHOOLS 64
By J. Asbury Pitman

CULTIVATE HOME IDEALS AT SCHOOL 66
By Garry Cleveland Myers

A ROMANCE OF THE SECOND "R" 67
By Carrol P. Gard

EDITORIALS:—
- Dejection Rejected 70
- Public Not a Moron 70
- San Francisco's Way 70
- Beware of Isolation 70

EMINENT EDUCATORS 71

THE PROBLEM BOX 72
By Augustus O. Thomas

NEWS OF THE SCHOOL WORLD 73
- Campbell Becomes Head of New York City Schools 73
- Discuss Retirement of "Overworked" Textbooks 73

ADDITIONAL NEWS OF EDUCATION 74-76

BOOK TABLE 77

GRINS BETWEEN GRINDS 79

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The Editors Say...

We enjoy this job of editing. Still we are never satisfied with what we have achieved in any one issue or any set of issues. If one were ever completely satisfied there would be no incentive to improve.

We try to present in each issue only such material as will be of interest and help to all our readers. Also—we have to act as showmen. It isn't enough to turn manuscripts into type, and spread them across the pages like dull minutes of a meeting. We must scan each article and item to see that its meaning is clear. Sometimes we must send a paper back to its author to get an obscure passage explained or rewritten. We must give each article a caption that will make you want to read it.

Of course we're pleased when some reader writes us: "Yours is the **livest** of educational magazines," or "The Journal combines the inspirational with the practical to a marked degree."

•

This issue starts with a "How" article; mighty fine because based on a real experiment that has brought results.

We could not resist the temptation to let you read the remarks of Miss Catherine Giles, "Not Mathematically Minded." Not only are they humorous, but they may enable some of us to sympathize with pupils who simply loathe figures.

How many teachers have ever thought of assisting pupils to appreciate their own homes and parents? Dr. Myers again hits a straight nail squarely on the hitting-place.

And so it goes, down through the line of contents.

•

The next issue will be our annual Pre-Convention Number —published with an eye to the meeting of the Department of Superintendence, at Cleveland, February 24 to March 1. There will be articles by President Paul C. Stetson, Charles F. Thwing, J. W. Crabtree and others. From an advertising standpoint, too, this coming number will be noteworthy. You will find in it an impressive array of suggestions for revitalizing schools.

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Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

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Letting Children *See* History

By JOHN S. HERRON
Principal, Lafayette Street School
Newark, New Jersey

Here is a plan for utilizing films to the utmost.

THE teaching of English and the content subjects to children from foreign-language homes is beset with paramount difficulties, as thousands of teachers know from experience. Joyful and interesting as the teaching may be in many respects, experience, nevertheless, signifies so often herculean effort on the one hand, and discouraging results on the other. In this situation the child is entitled to the same degree of sympathetic understanding as is the teacher, for the former is compelled to share his time and attention between the learning of two languages, however poorly done.

It is generally recognized today that the greatest obstacle the child from a foreign-language home has to hurdle is that of *vocabulary;* that most academic failures with this type of child can be traced to his lack of the tools of expression. We do know, with certainty, that what was yesterday considered the low intelligence of great numbers of children from foreign-language homes was actually nothing more than evidence of their confusion in the face of words they never had heard or read before.

Since paucity of English vocabulary is the root of the difficulty referred to, the cure, in large measure, lies in providing for the pupils *real experiences* through purposeful activity; and where real experiences cannot be had at first hand, the employment of visual aids of all kinds constitutes a practical substitute. Reading, socialized discussions, word study, stories, home and street influences, play their parts in developing vocabulary, but experience, either real or substitute, affords a starting point altogether too little appreciated. Recognizing the great value of appeal to the eye, Lafayette Street School has emphasized visual instruction, through many mediums, from kindergarten through eighth grade —not alone as stimulation for the development of power in language expression, but also for its psychological appeal in all subjects and activities.

The purpose of this article is to explain a plan, employed successfully for the past five years, whereby auditorium showings of motion pictures have aided (1) in vitally improving written language work, and (2) at the same time, in making American history something of a real experience, rather than a confusion of hazy ideas. This article does not take into consideration the employment of visual aids used by the teachers in the classrooms, but restricts itself to the tie-up between the auditorium showings of historical films and the training in language expression and appreciation of history, as a follow-up in the classroom. By way of explanation, it may be stated that Lafayette Street School is of the platoon type, caring for 1,800 pupils who come largely from homes in which Italian, Spanish, and Portuguese are spoken.

•

1. *Visual Aids Employed*—The films, selected from the Board of Education Library and shown regularly at intervals of three weeks to grammar classes only, have consisted of the following: (A) "The Chronicles of America Photo Plays," presenting the following episodes: "Columbus" (4 reels), "Jamestown" (4 reels), "Pilgrims" (4 reels), "Peter Stuyvesant" (3 reels), "Gateway to the West" (3 reels), "Wolfe and Montcalm" (3 reels), "Eve of the Revolution" (3 reels), "The Declaration of Independence" (3 reels), "Yorktown" (3 reels), "Vincennes" (3 reels), "Daniel Boone" (3 reels), "The Frontier Woman" (3 reels), "Alexander Hamilton" (3 reels), and "Dixie" (3 reels). (B) "Son of Democracy—Abraham Lincoln"—10 episodes (20 reels). (C) "Citizenship Series—Nine Lessons" (9 reels).

•

2. *Classroom Preparation*—One week before a scheduled showing, the digest of the episode to be presented is received from the Department of Visual Instruction. This digest circulates in

all the home-rooms, where it is read, studied, and discussed by pupils and teacher together. The story of the digest is compared with the children's textbooks. Dictionaries are used and new words are brought forth for possible addition to the pupils' vocabulary list. The picture previously shown is reviewed and joined to the one about to be presented. Maps are studied and geography does its all-important part in establishing a true knowledge of the setting. This careful preparation develops *interest* from the start and brings into play the psychological factors of curiosity and anticipation.

•

3. *The Auditorium Showing*—On "movie days" the auditorium program is so scheduled as to permit each home-room academic teacher to be present at the same time with both of her classes. The period is fifty-five minutes long, forty minutes being used for the actual running of the reels. Because of the careful preparation, the pupils are ready to enjoy the picture intelligently. Commenting recently on this phase of the plan, the vice-principal remarked: "The pupils observe the photoplay with keen interest and real pleasure. They are looking for something, and not at something; they are seeking something the textbooks speak about, something the teacher has talked about. The children are now seeing things for themselves, things that happened long ago. Important happenings are fixed in their minds, for they are eye-witnesses to all these events."

The panorama of American history passes before the eyes of the children and becomes for them a series of real events. In the showing of the "Chronicles of America," for instance, they are present when Columbus plants the standard of Spain and the emblem of Christianity on the shore of San Salvador. They see Lord Delaware arrive in Virginia just in time to prevent the disheartened Jamestown settlers

After five years of experience in using motion pictures to improve the language and history work of the grammar grades, teachers are enthusiastic about the plan, because they know that it works.

from returning to England. They perceive the physical suffering of the settlers of Plymouth in 1620, and witness the defiant stand of Peter Stuyvesant when the English demand the surrender of New Netherlands. Wolfe and Montcalm enact the drama of Quebec before their eyes, and they look on when Washington receives the surrender of Cornwallis at Yorktown. And so on down through the succeeding decades of our history—they journey with Clark, fight with Boone, and are victorious with Grant.

Needless to say, the glorious events of American history have taken on an added glamour and significance, all because the motion picture has removed the bandage from their eyes and permitted them to see, experience, and comprehend more fully than if they resorted to books and talks alone.

•

4. *The Classroom Follow-up*—The auditorium showing is followed immediately in the classroom by a socialized discussion of the episode. Customs, manners, furniture, and dress are compared with those of the present day, the significance of various events is discussed, ambiguities are cleared up, and the pupils are now ready for formal self-expression.

The subsequent work of the class covers the succeeding week or two, if necessary. The aim now is to use the film showing for the purpose of motivating the written language work. Oral composition is now stressed as preparation for the written paper. Following a class-made outline, the pupils are expected to give an oral synopsis of the picture, or some phase of it, in three or four paragraphs. New words and phrases, which the pupils are encouraged to use, are written on the blackboard. The children take their turns at telling their version of the story, with corrections politely made at the close of each.

The next step is the actual writing of the composition. In some classes this may take the form of working upon one paragraph at a time; in others, the class may proceed on the whole composition. Correct spelling of all difficult words is placed on the board for all pupils to see. Pupils are encouraged to appropriate words or phrases from their texts. Special stress is laid upon variety of expression, the introduction of words new to the pupils, the completeness of the sentence, and the unity of the paragraph. The first draft is made in lead pencil, the pupils being encouraged to exchange and correct one another's papers. All the while, the teacher works with individual pupils, pointing out where the draft may be improved and corrected. At a succeeding period the papers are re-written carefully in ink, special attention being then given to form, neatness and penmanship.

From this point on, the teacher will follow through with further corrections, and most of the compositions will be again re-written carefully in ink. The special teacher of penmanship will make it a point to observe the final draft, as to quality of penmanship and general appearance. The entire set is then sent to the vice-principal.

•

5. *Supervisory Evaluation*—The vice-principal carefully examines and grades all class sets, looking for points of excellence and outstanding defects. Common errors are noted and incorporated into a paragraph upon which all classes are given opportunity of making corrections. The one outstanding composition of

each set becomes part of a traveling exhibit which is sent into each room to be read for the encouragement and stimulation of the pupils. Each set, with comments, is returned by the vice-principal to the classroom, the individual compositions finding their way into the folder of each pupil, there to await the succeeding compositions to follow from future auditorium "movies."

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Summary.—After five years of experience in using motion pictures to improve the language and history work of the grammar grades, the writer would sum up the results as follows:—

(1) Increased interest in history has been manifested. The subject has been vitalized and the dull pupil, in particular, has been aided in forming correct historical concepts.

(2) Children have evinced a greater desire than ever before for "movie" day to come. This interest in the history showings is apparent in all classes. It is a calamity for a pupil to miss the film showing.

(3) The written language work of the school has improved remarkably, and it is maintained at a high degree of excellence.

(4) Pupils enjoy writing their reports and are able easily to note the progress they make from month to month.

(5) The teachers are enthusiastic about the plan because they know that it works.

While not presented as evidence of results, the fact remains that for the past five years the D. A. R. trophy for excellence in composition on historical subjects has been awarded annually to pupils of this school, in competition with other schools of the city. The plan has worked well in this school and it can be recommended as worthy of trial by other schools.

Not Mathematically Minded

By CATHERINE GILES
Western Junior High School
Somerville, Massachusetts

Therefore out of luck in a world of checkbooks, budgets and tax blanks.

THERE is a wide diversity in the appeal of the science of mathematics. This diversity is so universal, that it includes all classes of people, and we find among them two extremes. One extreme is the person who reduces everything to a mathematical basis, and works out every action by a mathematical formula. The other extreme is the person to whom mathematics is a science as obscure as the theory of relativity.

By their check books ye shall know them. It has been said that figures never lie, but how many check-book balances tell the same story as the monthly bank statement? How often my check-book figures differ from those that the bank sends me would shame me to confess. I have been told that my lack of bookkeeping is the cause of the disagreement, but I explain that the less bookkeeping I do, the fewer mistakes I make, and the more chance the bank and I have to arrive at the same conclusion.

My friend's checkbook is an example of all that a checkbook should be. The balance brought forward and the amounts deposited are all carefully worked out, according to formula, before a check is made out. "Subtract the amount of this check and proceed as before" seems to be the plan that has been successfully used.

My check book is quite different. On each stub I write "Cash —five dollars," or "Cash—ten dollars" as the case may be, and, when I think I am nearing the end of my financial resources, I add all the amounts, scrawled on the check stubs, and prevail upon someone to subtract the total from the figures that I last received from the bank. The results are not always satisfactory, but the method is good.

There are people who can make and live up to a budget. They are so mathematically minded that they can apply the rules of mathematics and allow their entire lives to be governed by them. Their income is represented by figures, and they divide and subtract according to rule. This is called the budget system, and whether the need be great or small, it is controlled by the figures of the budget. Whether it be a roof to shelter them, or an evening at the theatre, division and subtraction play an all important part in its being. The theory of ratio and proportion must also enter into it, for in the best regulated budgets the proportion spent for necessities is so arranged that, no matter how small the income, some part is available for luxuries. One must have "white hyacinths" on which to feed one's soul.

The knowledge of the principles of mathematics is, of course, necessary to the maintenance of a budget. I believe that there is no substitute. Once, after a serious discrepancy between my check book figures and those of the adding machine used at the bank, I tried a new and altogether fine system of budgeting.

I collected a number of candy boxes, labeled them appropriately, and "divided unto them" my living for the month. Before the month was over, however, I was in great difficulty. I had been obliged to borrow from one box for another upon several occasions. The box marked "clothing" had given several I. O. U. slips, while the box marked "Charity" had its contents distributed between several other boxes, for I contended that charity had to begin at home. At the end of the month the I. O. U. slips were as serious a problem as check book stubs, and I have never quite decided just what caused the difficulty. Had I a more thorough knowledge of the science of mathematics, I think the system might have worked.

It seems queer that, even for such a simple task as measuring a kitchen floor for linoleum, one should be mathematically minded. I measured such a floor once, and with great pride presented the suave clerk with a beautifully drawn diagram, giving in detail all the required measurements. With a smile, he meticulously folded it so that the four corners fitted precisely, and said: "Suppose we send our man out to measure your floor." I was so embarrassed that I do not remember just how or when I left the store.

Why do we who are not mathematically minded attempt to invade that field of science that means so little to us? As things are now, we can't escape mathematics in one form or another.

Utopia, for me, would be a place where the science of mathematics was unknown, where figures would not play such an important part in the lives of the people. It would be a place where check books and budgets, or for that matter, incomes and income taxes, were never mentioned—where they did not exist. Then it would matter little whether one was mathematically minded or not.

Glimpses of European Schools

A visit to VENICE

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

BECAUSE of difficulty in finding English-speaking people at the several offices to which I was directed, nearly two days were wasted before it was possible to visit the schools here. Finally, after I had been in charge of Italian guides who had no knowledge of English, I was taken to Director Dusso. My letters of introduction from Italian school officials were presented, but he seemed in doubt. I then presented Commissioner Cooper's general letter to European school officers. He could not read English, but the official seal seemed to impress him. When the interpreter translated this letter, he grasped me by the hand and said: "Come here tomorrow morning. I will have an interpreter and guide here, and he will show you all the schools in Venice!" I saw them! I am a good walker, but the guide was my superior. There are no taxis in Venice, and the school buildings generally are not located on the canals. We walked!

My guide was the principal of an elementary school, detailed especially to the task of showing me around. Not long since, he had served as guide to Professor Peter Dykema, of Teachers College. He is fifty-four years of age. His father was also a teacher. He, Angelo Salvotti, was left an orphan at the age of nine years. Then, as now, the Monastery at Assisi maintained a training school for teachers, the only requirement for admission being that they were sons of teachers. Every teacher in Italy, on a certain day in September, gives two days' salary to the support of this institution. Salvotti was in this school for ten years. When he had completed his course, he received a small sum of money. He "felt like a millionaire" and spent it all in three days. Then he turned to teaching, and he has seen thirty-five years of service. His salary is 900 lire a month, or about $45 a month. He has filed his application for retirement. If his request is allowed, he will receive an annuity of about 700 lire a month. He then plans to devote his time to teaching foreign languages, of which he speaks five or six more or less fluently.

Pensions of public employees in Italy are on a non-contributory basis, but a deduction from salaries is made for compulsory health insurance. This covers the cost of medical service and insures the payment of salary during absence in consequence of illness.

Mr. Salvotti informed me that the salary of a man whom I met—an assistant to the Director, who was a classmate of Mussolini in the university—was but 1,000 lire a month. He had earned a doctor's degree and had a background of perhaps thirty years of experience. The Director received 1,500 lire a month.

Neither the secondary schools nor the training school for teachers was in session, although certain examinations were being conducted in some of the high

schools. My inspection, therefore, was limited to the elementary schools corresponding to our kindergartens and first five grades.

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I was first shown a school of some seven hundred pupils, of which the principal was a middle-aged woman. She was full of professional spirit, and proud of her work and position. This school had no kindergarten. It was a school for girls, for there is no such thing as co-education in the lower schools of Italy. The classes were large, according to American standards. The building was erected several years before the War, but it was well constructed; the rooms were high, with good ventilation and light. The furniture was of an old type, with double seats and desks, neither adjustable nor portable. The equipment, otherwise, seemed to be reasonably good in this and all of the other schools visited.

Every school was equipped with a good system of shower baths, and they were used. There were also plenty of basins provided with running water, and the children were expected to have clean hands and faces.

The children generally were dressed in a simple uniform, usually pink or blue dresses for the girls and blue blouses for the boys.

Everywhere there was a military atmosphere. When we entered a room, the children immediately rose, exactly together, and gave the conventional salute by raising the right hand with fingers extended and palm forward. They maintained this posture until allowed to be seated by the teacher, who sometimes forgot. If there was the least delay in rising and saluting, a sharp "Attention!" brought every mother's son or daughter instantly into the proper attitude.

A newer school building was somewhat better equipped, and one was really modern, and had adjustable furniture and, of course, single desks.

In the poorer quarter of the city, the children occupied an old palace that had been built by one of the most wealthy Venetian families about three hundred years ago. The interior was finished with costly woods and marble, with carving and sculpture. The walls and ceilings were decorated with numerous paintings and frescoes done by real artists of their time.

I should have said that all of the boys were taught by men, theoretically, but in some cases there were not enough men to go around.

I saw an excellent open-air school for children who had a tendency toward tuberculosis. Here the children were treated much as we care for the same class in America. One side of the building was literally open, and the children had the benefit of a large playground, notwithstanding the fact that land in Venice is at a premium.

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Another similar school was unique. This received orphan children, one or both of whose parents had died of tuberculosis. They were in school from seven in the morning until six-thirty at night, and they received full board there, at the expense of the Government. Usually these children lived, at night, with relatives or friends. The homes were inspected, and the children were not allowed to sleep with any member of the family who had consumption.

In the ordinary grade schools, the poor children were properly fed from funds which were voluntarily contributed by the more prosperous families. The food usually consisted of bread, milk and soup, but the menu of the special schools was varied and excellent.

The above affords an illustration of Mussolini's health program. The fact that he was for two years a schoolmaster may account in part for his intelligent interest in the schools.

A kindergarten with a membership of two hundred children was visited. It occupied a comparatively small room, with but three teachers in charge. When we entered, a single teacher was directing a march, with four children abreast and the marching column extending entirely around the room. My interpreter asked me what I thought of it. I replied that they reminded me of the pigeons in the square of San Marco. Literally: in their blue uniforms there was a strong resemblance. Like their older brothers and sisters, these little fellows, too, stopped abruptly and gave the conventional salute.

The color work was good and some of it was really creative, although much of it was copied. There was little evidence of the freedom and self-expression of which I heard so much. The curriculum throughout was entirely traditional, but the work was thoroughly done.

The teachers were all professionally trained or were graduates of the university.

Aside from the traditional character of the work, my impressions of the schools of Venice were very favorable. I was informed by teachers, principals, and inspectors, as well as by higher government officials, that these schools are typical of all of the elementary schools in Italy.

The present situation offers those who work in education an opportunity such as comes once in a century. I believe that we will grasp that opportunity to make education a more dynamic factor in assisting the race in its upward struggle toward a more abundant life.

—John K. Norton.

Cultivate Home Ideals at School

Sixth in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

NO institution can take the place of the home. But if we think of education as life and for life, we cannot ignore the home.

Not only shall we try to know the family of each child with a purpose to win his home co-operation and to build at school upon his best emotions centred in the home, but we shall also try at school to contribute to a happy home life of the child and build in him good family ideals for the future.

Hardly can we boast of what we have so far accomplished. The efforts have been almost limited to parts of home economics courses, slowly moving downward in the grades. For sixth, seventh, and eighth grades of San Antonio, Texas, Miss Emma E. Pirie reports, for example, courses for girls which include: women in business and home, story of grandmother, life then and now, what my family means to me, some things I like about my family, how I can help my family in household duties and entertaining, what health means to the members of my family, what education means to them, qualities of a good mother, father, brother, sister; how my clothing affects what people think of me, how the cost of my clothes affects the cost of clothing for the rest of the family, how I can save my clothes, what food we should have at our party, what food habits my younger brothers and sisters should be taught, how I can relieve my mother in the preparation of meals.

Here and there one finds brief reports of efforts at teaching home interests and ideals in the primary grades, but they are rare.

See what we might do if all teachers from the kindergarten upward were to set out to help children realize the sacrifices of their parents for them, cultivate in children a healthy regard for and appreciation of their parents, cultivate a willingness to co-operate with their parents and to share in the duties of the home; if we were to help children at school to realize how eager their parents are for them to foster good health habits, good manners, fine regard for others' rights, get on well at school, and to grow up to be useful and respected citizens of the community.

In almost any class there arise occasions when a teacher of any subject might, if greatly admired by her pupils, get over some very effectual suggestions in respect to family ideals. Much depends, of course, on the degree to which the teacher believes items of this sort are of consequence. Particularly do junior and senior high school teachers stand on vantage ground in helping stage good family ideals.

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To quote from the White House Conference Report on Preparental Education (pages 66-67, Century, N.Y.): "The course in family relationships should endeavor to give pupils some sympathetic understanding of the modes of thought and concepts of ethics of the older generation which are due to their rearing in a family atmosphere colored by patriarchal standards. Pupils should have it made clear to them that certain of their parents' standards while impractical for their children in a changed civilization, at one time admirably served society's purpose. . . . A genuine understanding on the part of children of the handicaps placed upon their parents by outmoded customs, and real appreciation of the value of certain fundamental ethical concepts cherished by their parents would do much to eradicate the attitude of guarded antagonism."

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One may conclude that the teacher of any subject has many opportunities to emphasize these matters with students.

To quote further from this conference report: "The teacher's part in such a program, regardless of the subject she teaches, is first of all one of example. She herself must embody health and wholesomeness, and be emotionaliy mature, so that her own personal needs will not block her in the discharge of her responsibilities. She must know the problems and possibilities of family life, and be able to talk about them with her pupils in such a way that the subject matter she teaches, whether it be history or biology, home economics or English literature, will add to the meaning of home life and supply the information for the achievement of new ideals and techniques. She will need to be skillful in utilizing the everyday contacts of children with one another and the special social and classroom activities of the school as means whereby the children may work out their ideas and formulate ideals of home conduct, and test and evaluate them both in school and at home."

One difficulty is, of course, that relatively few teachers themselves have normal home and family life; nevertheless a great many of them have good memories of good homes.

A Romance of the Second "R"

By CARROL P. GARD
New York City

A half century ago, a man with an idea started a revolution in handwriting.

"READIN', 'Ritin', and 'Rithmetic" comprised just about the entire curriculum of our early public schools, and the most important of these was writing; so much so that the early schools were often spoken of as "Writing Schools" and the early teachers as "Writing Masters." In those early days to write at all was an accomplishment and to write well gave one a prestige among his fellows that is comparable to the regard in which the heroes of sport are held in the popular imagination today.

With the spread of popular education and the increasing needs of business for efficient penmen this interest in handwriting received a tremendous impetus. The ultimate effect, however, was decidedly to the detriment of the real purposes of handwriting, since it resulted in the cultivation of outlandish styles of "ornamental" hands, to achieve proficiency in which hundreds of young men spent many years either in intensive study at home or at one or another of the "Business Schools" which were at that time springing up all over the country.

One has only to examine the early catalogues of these schools to realize the extent to which the urge to write better than one's fellows was used as an inducement for students. The pages are sometimes more than half-filled with specimens executed by the school's master penman, under whose instruction the applicant might hope to reach a similar proficiency. It was the custom, too, to have the envelope in which the catalogue was mailed addressed by hand by the same master penman, so that the very first impression might be one of glamorous shades and ornamental curlycues.

The cult of ornamental writing had reached the stage of a current craze in the year 1884. A half-dozen monthly magazines were being devoted to ornamental writing and flourishing, and young men were being sent into business offices from the commercial schools with their main recommendation the ability to write this florid style.

One of these, who had studied under the "great" Gaskell (whose "Compendium" along with the writing books of the Spencers were the best-known handwriting textbooks of the time) was graduated with the full approbation of his master, and presently entered a business house where he found his ability to execute a great variety of capitals of little or no use in keeping his ledgers up to date, and noted also that his books compared unfavorably with those of a co-worker who, while writing without shade or flourish, completed his work in a fourth of the time, and with greater ease and legibility.

By emulating the handwriting position and movement which seemed to result so successfully for this co-worker, A. N. Palmer (for it was he who found the ornamental style a hindrance) was able to develop a rapid, business hand in which capitals and small letters were executed with what he promptly dubbed "muscular" movement, which term meant a movement executed with the forearm resting on the desk and the force that moved the pen coming from the upper arm and shoulder rather than from the fingers. In the ornamental style the large capitals had been executed with the arm entirely free from the desk (the "whole-arm" movement) and the small letters carefully drawn with the fingers.

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With a new vision of sensible handwriting instruction, A. N. Palmer had the courage to launch still another handwriting magazine into an already crowded field. Since he was at that time located in Cedar Rapids, Iowa, with his field of acquaintance in the same territory his magazine was called "The Western Penman." In it he lost no time in elaborating his new principles of handwriting instruction, initiating in due course a series of lessons, the copies for which he himself prepared, while the instructions were stenographic reports of his lessons before classes in the Cedar Rapids Business School where he was engaged in teaching at the time. Principally through these lessons the circulation of The Western Penman increased by leaps and bounds, while the name of A. N. Palmer as a leader in handwriting instruction spread far and wide throughout the land.

The summer of 1900 marks the first publication of Mr. Palmer's lessons in business writing as a handwriting textbook, and its first adoption by a group of schools. With a secure foothold in the elementary schools, his next move was to organize The A. N. Palmer Company, which early began to develop those special services which were shown to be necessary for the training of teachers and the motivation of pupils. When it became impossible for the founder to train all applicants in person he organized a correspond-

ence course of free instruction for prospective teachers.

The early success attendant on these efforts in a new direction led many other handwriting enthusiasts to attempt to formulate other systems of their own. There were, of course, "copybooks" without number, and another method which was to hold the centre of the stage for nearly a decade was "vertical" writing. When this vertical writing appeared to be gaining ground many "Penman" readers urged the application of muscular movement principles to the new style and thus to endorse it indirectly. This the editor steadfastly refused to do. In an editorial in the issue of April, 1898, he had this to say of his policy in this respect: "The Western Penman is honest and sincere in its treatment of penmanship subjects, and until some of the claims made by the strong vertical supporters can be established, and until it can be shown that an occasional pupil has learned to write a business hand from a copybook we shall continue to oppose both methods; not because we are stubborn, and not for a consideration, but because we propose to be true to our mission. It may be true that other penmanship journals claiming to be leaders in modern methods endorse copybooks and vertical writing. That does not matter; we cannot. And we are not suffering from lack of patronage. With a paid-up subscription list probably as large as the combined paid-up lists of all similar publications, we can continue doing business at the old stand."

The results of muscular movement handwriting in various schools which had adopted the Palmer Method were sufficiently apparent by 1904 that the author was able to make a very impressive exhibit at the St. Louis Exposition. Educators viewing this exhibit were universally impressed, but none more so than a public school official of New York City, who issued a prompt invitation to Mr. Palmer to come to New York and introduce his method into one or more schools.

Under the direction of a sympathetic district superintendent and an enthusiastic principal, Palmer Method handwriting was officially introduced into one Manhattan school early in 1905. The results were so entirely successful that with the beginning of the next school year more than half of the schools of the city were ready to adopt the new method.

This success in the schools of the metropolis necessitated the opening of a New York branch of the company, whose headquarters were (and still are) in Cedar Rapids. Other branch offices in Chicago and Boston followed soon, and later an office in Portland, Ore., was to complete the national coverage.

In 1906 The Western Penman, then in its twenty-second year, announced a change in name to "The American Penman" in keeping, as the editor said, with its continued growth in size, circulation and sphere of influence. A few years later the journal moved its office of publication from Cedar Rapids to New York, with its founder still in active editorial control.

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By 1911 the Palmer Method Summer Schools at Cedar Rapids and New York were drawing a large number of teachers, many of whom qualified on graduation for a supervisory position in a public school system. With the increasing uniformity of handwriting instruction within a school system and in the nation as a whole the supervisor of handwriting occupied an important position, and the training he or she received was naturally an important factor in the results achieved. Until summer and normal schools generally introduced specific courses in modern handwriting instruction the great training centre for such supervisory positions remained the Palmer Method Summer Schools, and their recent sessions have also been well attended.

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With the growth of a large group with a more or less determined attitude toward handwriting The American Penman served a most useful purpose as a medium through which these teachers and supervisors could express their ideas, boost their theories and condemn the errors of their opponents. In time these teachers had established a rather definite philosophy of the teaching of handwriting, and their field of interest naturally shifted to technique, projects and devices for increasing teacher and pupil interest and effort. Those who thought and wrote most about such things, if their works were too long for a periodical publication, found a ready publisher in The A. N. Palmer Company, which was beginning to be active in the field of supplementary publications.

By 1911 the annual sales of the Palmer Method of Business Writing had mounted to over a million copies and the book had been supplemented by a second text for primary grades. Later the company was to develop a four-book and an eight-book series for the elementary grades as well as a more advanced text for high schools and business colleges; with the Palmer Method of Business Writing remaining, however, the leading seller and the most widely used handwriting text in the world.

Other phases of service which developed as adoptions became more numerous were the free examination of pupils' specimens and the free reporting of the results to teachers. In the lower grades appropriate handwriting awards were issued free when a satisfactory standard for the grade was reached, while in the upper grades more elaborate pins or certificates were issued on payment of stated fees. The company also initiated the service of visiting teachers, who inspected the work of various schools, gave

model lessons and teachers' conferences, secured enrollments for the free course by correspondence when untrained teachers were encountered, and otherwise saw to it that the work was kept up to standard. Schools were also encouraged to their best efforts through the publication of Palmer Penmanship Pointers, a periodical distributed free to schools and including pictures, specimens and news items telling the progress of other schools using this method and articles by leading teachers and supervisors.

With the growth of interest in educational circles in tests and measurements a department of handwriting research was organized which with the co-operation of hundreds of teachers and supervisors in every part of the country who supplied tests written by their pupils in accordance with directions given by Dr. Paul V. West of New York University, head of the research department, produced the "American Handwriting Scale." This was the first handwriting scale to use samples of writing by children in the different grades of the elementary school and to take account both of quality and rate of writing. Developed at a time when muscular movement handwriting had become well-nigh universal in the schools of America the scale offered a uniform and exact means of testing individual, class, school or school-system achievement, and was accordingly enthusiastically accepted by educators everywhere.

With the death of the founder in 1927 the active management of the company passed into the hands of his successors. So well established and organized a firm could not but proceed with smoothness even when its controlling head had passed on. With active adoptions in three out of every four public and private schools in the United States the organization has a tremendous stake in the handwriting of growing America, with probably between fifteen and twenty million boys and girls studying from its texts. That so great an achievement could be the result of a single idea, first elaborated in a tiny journal of eight pages, is a marvelous tribute to the faith and energy of the founder of The American Penman. We must date the "Handwriting Revolution" from the day in 1884 when A. N. Palmer first put his ideas into print. And the journal, first launched into a crowded field, survives to this day, not alone as the oldest handwriting magazine, but as one of the oldest periodicals in the country.

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EDITORIALS

Dejection Rejected

PESSIMISM, cynicism, and depression storm the gates of your castle—the school—in which you guard the mental growth and well-being of boys and girls for a few hours each day and week. Shall those foes of childhood and of human happiness and advancement be admitted? The answer which the multitude of teachers render in no uncertain tones is: "Never!"

You may inspect a thousand or ten thousand classrooms in all parts of these United States. Rarely will you find an atmosphere of gloom or a teacher who lets his or her own misgivings—if he or she has them—dampen the spirits of pupils. Lessons are studied and taught in the light of a fine idealism which, while it admits reality, imparts hope and faith and courage.

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Public Not a Moron

CAN truth catch up with error—when error has a head start of fifteen years? Let us hope it can in the case of one particular misapprehension which has inflicted heavy damage upon millions of people.

Ever since the Army Alpha Test was given to American young men called in the draft a statement has been going around the country that "the average intelligence of the American people is that of a twelve-year-old child."

Some of us never believed it. We did not trust the evidence. But many persons in positions of responsibility who had access to the eyes and ears of the public accepted the statement with a certain eagerness. Newspaper editors, radio directors and movie producers and managers hailed the low average mentality as an excellent excuse for handing out trash and twaddle.

Dr. David Segel, expert on tests and measurements in the Federal Office of Education, has at length delved into this question of the average intelligence. He has brought together the findings of trained investigators who have tested thousands of Americans chosen as fairly representative of the population. And the conclusions, as summarized by Dr. Segel are:—

The adult population has an adult intelligence, and not a childish intelligence. The average mental age of the men and women of this country is 17.7 years.

Seventy-one per cent. of adults have a mental age of sixteen years or over.

Only five per cent. have as low mentality as a child of twelve.

Intelligence is defined as the ability to learn or to meet new situations.

It will be a glorious day for this land of ours when the individuals who select news and entertainment for American audiences become both apprised and convinced of these facts and revise their policies accordingly.

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San Francisco's Way

SAN FRANCISCO'S Board of Education has recently employed a simple and effective method of choosing a superintendent without the influence of politics. The plan consisted in asking the presidents of two universities—Stanford and California—to furnish the names of persons they regarded as well qualified for the position. Each of the presidents proposed five names. The list was not made public. Each of the ten candidates was interviewed by the Board of Education, and the choice fell to Dr. Edwin A. Lee, whose technical equipment and professional record indicated the highest fitness. In his first month of service this native Californian, who has been active in other parts of the country but has never before been a superintendent, has shown statesmanly qualities of leadership in a situation calling for the utmost tact and administrative judgment.

Dr. James M. Gwinn, who for so many years has headed the San Francisco schools, had relinquished the superintendency to become technical advisor to the Board of Education.

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Beware of Isolation

A CRAMPING economy is driving school systems, like nations, toward policies of isolation. There is danger today that schools will rely upon their own experiences and traditional ways of doing things, instead of carrying on the needful commerce of ideas with other schools. Educators need more than ever to read professional and general magazines today. They need more than ever to read books, within and without their field of special interest. And they need more than ever to attend such gatherings as the Department of Superintendence will stage at Cleveland from February 24 to March 1.

Go if you can! Important forces will be released there for the betterment of all the schools—your own among them.

Eminent Educators

H. O. DIETRICH, superintendent at Norristown, Pennsylvania (not at Kutztown, as erroneously stated in this column), has an unusual record for putting worthwhile ideas into practice in the schools. Norristown continues to appreciate his services after eleven years spent in upbuilding the educational interests of that city. His work previously at Kane and now at Norristown has made him a national figure among the superintendents.

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EDWIN A. LEE was attending the American Vocational Education Convention in Detroit when news came to him of his appointment as superintendent of San Francisco schools. Dr. Lee is a native of Redding, California, a graduate of Chico Normal School in 1909. He wears three degrees from Columbia. He has held important posts in connection with vocational education in various institutions in Pennsylvania, Indiana, New York, and California. In 1927 he organized the American Vocational Association from a number of conflicting groups, and became its first president. He steps over from the University of California faculty at Berkeley, to take up his first superintendency.

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EDWIN R. BROOME of Montgomery County, Maryland, is doing a valuable work in the schools of his county. Dr. Broome meets his people in their community clubs and gives them the reasons for certain types of work which are being carried on. He goes on the theory that an informed public is generally ready to support the schools in any emergency. The schools of beautiful Tokoma are being maintained at their usual efficiency. The teachers have taken a small cut in wages as a result of state legislation, but the community is preparing to build, with a loan from the government, a $750,000 high school.

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F. H. SPAULDING, former principal of Hillsborough High School, Tampa, is now president of the newest four-year college in America, the University of Tampa. The movement which has culminated in a full-fledged college began as a junior college three years ago, with Mr. Spaulding as its chief exponent. The school was staffed with a volunteer faculty for two years. The success was so marked in this pioneer work that a four-year college was undertaken. It starts out with promise and vigor. President Spaulding anticipates great results highly beneficial to Tampa and to Florida. The opening of a new institution of college rank during the world's worst depression evinces courage and a fine belief in the value of education as a means of both individual and community betterment.

Winshipisms

"Some persons are born kicking, and will die kicking."

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"Cultivate the happy medium between the crank and the conservative."

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"Three things are essential to great success in teaching,—to know scientifically, to do artistically, to think logically."

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"Intellectual athletics are needed daily."

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"No person has so great need of being a good reader as the teacher."

OREN E. LONG, deputy superintendent of schools of Hawaii, is a school man of unusual achievement in administrative work. He upholds the hands of his chief loyally and efficiently in all educational enterprises which have made the schools of the territory outstanding in their up-to-dateness and service. Mr. Long sees these islands as a great human laboratory where many of the perplexing problems facing the nations are being worked out, and where education must point the way to racial understanding. His fine comprehension of the problems involved is on a high plane. Mr. Long attends the meetings of the N. E. A., and is always accompanied by a fine group of teachers.

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CHARLES C. HUGHES has been at the helm of Sacramento (Cal.) public schools since 1912, and has been elected for a four-year term which will round out a quarter century of inspiring leadership in that community. Five hundred citizens recently tendered Mr. Hughes a testimonial dinner at which many fine tributes were paid. Sacramento has one of the best equipped, most smoothly functioning educational systems in the nation—a fact which is itself high praise of the superintendent who has created so fine a public attitude toward the schools.

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J. RALPH IRONS, superintendent at Evansville, Indiana, carries on the fine tradition which has made the schools of that city famous. He had been principal of the F. J. Reitz High School for six years. Extra-curricular activities are among his special interests. He will infuse all his schools with the same fine spirit manifest in his high school. Human personality holds highest place in his regard.

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Making Children Tell

QUESTION—Among my teachers is one who insists upon the children telling on each other. If any infraction of the rules occurs she demands that the pupils give her all the information they have. How far should she go in this requirement?

Answer — Children have a code that is very old that they will not tell on each other. This code has its virtues. Children should be taught that any injury to the school property is an offence against the school community. The spirit of the school should be to make the welfare of the school a common concern. It is not tale-bearing to give information which protects the school property or the moral well-being of the school. It should be unpatriotic to allow violations of a grave nature to go unpunished. Such a school pride should be created that the pupils themselves will not tolerate abuses against the school society. On inconsequential matters children should not tell tales. In any event any child may be encouraged to tell any part he had to do with any violation of the rules or any misdemeanor. Wise teachers never stage investigations of trivial offences.

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Visiting Day

QUESTION —Each year we have been having a visiting day, but owing to the depression and the psychology of the situation we thought we would dispense with it this year. What do you think we should do?

Answer—The first duty is to advise with your governing board and come to some understanding with the members. But it will be up to you to recommend some action. If you decide to go ahead with the visiting day you will have to prepare the public psychologically. While the schools may suffer financially or in a material way they should be kept intellectually as well up as possible. I think, however, the modern idea is better than the visiting day in which schools are closed and all teachers visit other schools. If you know of a teacher of history, literature, mathematics or some other subject from whose work your teachers can get valuable suggestions, you can arrange for these teachers to make visits at various times without closing your schools. You can employ a substitute, or you can detail an advanced pupil to the room. When a teacher makes a visit of this kind she should report in writing. This report should be comprehensive, sympathetic, and honest; it should include points of government, attitudes of the classes, preparation of the lesson, methods of creating interest, thoroughness, and the attitude of the teacher to the class and to the management of the school.

Have you a little problem in your school? If so, send it to Dr. Thomas.

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Filling a Superintendency

QUESTION—I am not a school superintendent but just a member of a board of education in a middle-class city. We shall be needing a new superintendent for the coming year, our superintendent having reached the retiring age. We shall probably have many candidates. How should we proceed to find the right man?

Answer—While we have a great many successful superintendents it will be necessary for you to exercise reasonable care in your selection. The place you have to fill is an important one. Your schools have been well managed, and you will not want them to slip. Supervision is a profession which requires very careful and scientific preparation. It will be well for your board to get the opinions of some competent people who have personal knowledge of those you investigate and what they have done to advance their schools. You should take into consideration the preparation the candidate has made for the type of work he is to do. In making your choice you will select the one whose personality pleases your board. You will consider agreeableness, ability to meet people, and social qualities.

Max Arno was not far wrong when telling how he selected the ten most brainy women in pictures. He said: "They know what they want, they know how to get what they want, they know what to do with what they want after they get it."

A colorless personality is not desired for such an important place, but a colorful person needs lots of common sense. We like those who have developed definite creeds and beliefs but who are broadminded toward the creeds and beliefs of others. *Preparation, personality, achievement* are the three things you should have in mind.

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The Anti-High-School Movement

QUESTION —I have heard much recently about doing away with the free secondary school. Do you have anything definite along this line? Is there an organized group defi-

(Continued on Page 78)

Campbell Becomes Head Of New York City Schools

WITH the opening of this month, Dr. Harold G. Campbell took command of the nation's largest system of schools —that of the city of New York. It is a system serving more than a million pupils.

Dr. Campbell is a Scot by birth; an American by long residence and schooling. His election by the New York Board of Education occurred just as he was turning fifty.

From boyhood he attended the public schools of Brooklyn. Later he was graduated from the Maxwell Training School for Teachers. He began his professional career as a teacher in Public School 25, Brooklyn, in 1903.

Next he was principal of Flushing High School for a four-year period. In 1924 he became an associate superintendent under the New York Board of Education—his particular field the high schools of the city. He has been deputy superintendent since 1929.

He holds degrees from Polytechnic Institute of Brooklyn, from New York University and from Fordham University; and he has studied at Columbia and Cornell.

That Dr. Campbell's selection to succeed Dr. William J. O'Shea, retiring head of the New York schools, was based on merit rather than political considerations may be surmised from the fact that he is a Republican and the board which unanimously elected him is composed of seven Democrats.

It is a splendid thing for the morale of a school system to have one of its own members raised to the post of superintendent. It encourages the entire personnel to feel that years of able and devoted effort may at length be rewarded and appreciated; that when high places are open some of these, and perhaps the highest of all, will be filled from within the organization.

Photo by Pach Bros.

DR. HAROLD G. CAMPBELL
He Rises to the Top

Dr. Campbell assumes his duties at a critical moment in the history of American education and of the schools of New York City. If the reorganization recommended for the schools of the metropolis after a survey by the State Department of Education is put into effect, the office of superintendent will be lifted to a higher level of importance than at any time in the city's past. The Board of Education will surrender many of its former prerogatives, and the superintendent will have opportunities never enjoyed by his predecessors for the exercise of educational statesmanship and administrative authority.

Those who know Dr. Campbell are confident that he has in marked degree the personal qualities as well as the educational and technical qualifications needed for his huge and difficult task.

His election is for a term of six years. His new position carries a salary of $20,000. Compared with the salaries paid by many of New York's corporations to their presidents, it is a mere bagatelle; yet the job itself is as intricate and important as that of any captain of industry in the nation.

Discuss Retirement of "Overworked" Textbooks

ONE unhappy result of reduced expenditures for educational purposes is that thousands of children are using textbooks which have become not only unsightly but also unsanitary.

This was reported at a conference on better hygiene in handling books used in common in schools, held at the call of United States Commissioner of Education George F. Zook. Need of immediate attention to this problem was suggested to Commissioner Zook by prominent club women.

The useful life of an elementary school textbook, it was pointed out, is approximately three years. Due to lack of funds, this usage is being extended considerably. Often these overworked books have pages missing, and not a few are out of date.

The conference urged that the relatively small outlay for textbooks and other materials handled by children should not be reduced and that facilities for cleanliness of school children should be made ample.

JOHN BARLEYCORN PAYS SALARIES

Quincy Teachers Paid With Liquor License Receipts

QUINCY, Mass.—Old John Barleycorn is now paying for the education of Quincy youth, which sets some kind of a precedent for the city in which the word "scofflaw" was born—and died.

At any rate, the sale of Demon Rum, as it is sometimes called, necessitated some licenses. The licenses carried a fee, and as a result some $75,000 poured into the city treasury after repeal.

Very handy, this money, too, for Quincy was somewhat bent by its financial burdens. But there was one gap which needed to be filled. The Quincy school committee and the city government and the state had a merry little battle as to the blame some time ago, when the school committee announced it had spent all its money.

Some $4,000 was needed to pay the salaries of those employed by the school system. After liquor licenses had been issued the money was available and Mayor Charles A. Ross persuaded the city council to allow the transfer of funds from the license receipts to the school department. So the teachers were paid with pieces of eight received from old John Barleycorn himself.

U. S. School Crisis Called "World's Worst"

NEW YORK.—Professor William C. Bagley of Teachers College, Columbia University, recently stated in an address that the educational situation in this country, with many schools closed and others running on reduced schedules, was "peculiar to this country and without parallel elsewhere." He said the fact of the richest nation in the world having to reduce several million children to little or no school attendance, while countries as poor as Turkey and Iraq were expanding their educational programs at any cost, showed that something must be wrong. The situation was attributed by Dr. Bagley to the fact that taxes remained uncollected and partly to the greater extent to which free secondary education has been developed in the United States. There are states, according to Dr. Bagley, where practically every public school pupil continues through high school. This extra burden, in his opinion, is partly responsible for the breakdown of school systems in some localities.

Kansas School Mergers Stir Row

LAWRENCE, Kan.—The study of a consolidation plan for five of the State's schools recently sent shivers down the backs of citizens of Lawrence, seat of Kansas University; Manhattan, with Kansas State College and Pittsburg State Teachers' College; Hays, Kansas State College and Pittsburg State Vocational Training College. Private opinion was that the report may be completed, but nothing will come of it. The communities were up in arms over the prospect of losing a State school.

Hopkins Acts As Special Investigator

WASHINGTON.—President Ernest Martin Hopkins, of Dartmouth College, was recently named special investigator to go to Puerto Rico, spending about two weeks there, making an educational survey. He represented Secretary of War Dern. There had been considerable commotion in the educational system of Puerto Rico and Secretary Dern was interested in having a real survey made of the matter by an outstanding educational leader. It was recalled that students recently precipitated a university strike in Puerto Rico, forcing the university to close for several weeks.

Harold Hunt Heads Kalamazoo Schools

KALAMAZOO, Mich. — Harold Hunt, 32, believed to be the youngest of Michigan's "big time" educators, has taken over the duties of superintendent of Kalamazoo public schools. Mr. Hunt, a native of Northville and a graduate of the University of Michigan, resigned as superintendent of schools at St. Johns to accept his present post. He was serving his second year as superintendent there and had served three years as principal. He is active in the Michigan Educational Association and has served on numerous committees.

Jug May Help Student Win Diploma

SAN FRANCISCO.—A gallon jug may help Miss Marion Ford to get her diploma at Golden Gate junior college.

Her graduation thesis will be on the Japanese current. To obtain data she prevailed on a trans-Pacific ship captain to throw the jug overboard when he reaches 30 degrees north by 140 degrees west en route to Honolulu.

A note within it, in English, Chinese, Japanese, and Polynesian, asks the finder to report the date and position of the jug upon recovery.

She will then know facts about the current which she needs for her graduation paper, a year and a half hence.

STUDENTS DEBATE ON RADIO SYSTEMS

Discuss Merits of the American and English Hookups

NEW YORK.—Thousands of high school students throughout the country are debating the merits of the American broadcasting system vs. the British plan. Both systems are vastly different. In America broadcasting is a private enterprise; in England it is government owned and operated.

The affirmative contend the present broadcasting in the United States is ideal; the negative argue against the American plan and tell why they favor the British principles. There are hundreds of excellent arguments for both sides; plenty of food for thought and ammunition galore for the argumentative orators.

To aid the wordy strife throughout the land, a debate handbook entitled "The New American Plan for Radio" has been issued by the National Committee on Education by Radio at Washington, D. C. The Discussion in this booklet is against the existing broadcasting set-up in this country. To provide the students with material in favor of the American arrangement, the National Association of Broadcasters has prepared defensive facts.

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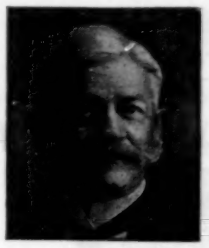

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Harvard Students Got Examination at Home

CAMBRIDGE, Mass.—Several students in a Harvard University course taught by Frederick Merk, associate professor of history, wanted to make an early start for their Christmas vacations at homes far across the Continent. A one-hour examination was scheduled for just before the holiday recess. They were permitted to take the questions with them and answer them at their leisure at home. But they were put on their honor not to take more than an hour to complete the examination. They were then to mail the papers to Cambridge.

Wife Signs Her Husband's Report Card

WOODSTOWN, N. J. — Paul Greiner, age thirty-one, a member of the graduating class at the Woodstown High School, has been turning in his report cards signed by his wife. Greiner carries on his regular work as minister of the gospel, being licensed under the rules of the Methodist church. He is completing the regular high school course in three years and is earning his tuition by driving a school bus. He plans to continue work for a Bachelor of Theology degree.

Misspelling Misspell Spell's Speller's Defeat

WASHINGTON. — Spellers who misspell "Misspell" can't win spelling bees. The word spelled defeat for Mrs. Harriet Turner in a spelling contest held by Treasury lodge 262, National Federation of Federal Employes. It spelled victory, however, for Matthew T. Moomaw, who apparently knew more about misspelling than his opponent.

DOCTOR'S UNIQUE EDUCATION PLAN

Physician Asks Junior College in Every County

NORRISTOWN, Pa. — Dr. John Graham Wilson, of the State Hospital here, says that after considerable thought he has come to the conclusion that a junior college in every county would be very advantageous to the community and would give the opportunity for acquiring an education to numberless young people which would very materially aid in their life work.

"The children coming up must have a chance to get a grasp on some trade or business that they are inherently equipped by nature to follow up," he said. "In a junior college they can try out their aptitude for certain trades, occupations, professions or lines of business while still under the direction of their parents, and in an environment that is familiar to them and at an expense that is no greater than attending high school."

Dr. Wilson points out that many children are not physically and mentally fitted for higher education. "It is a waste of money," he declares, "and harms the child. The junior college gives a chance to weed out the unfit and presents an opportunity to train them along some strictly vocational line in some one of the simpler trades."

Emergency University Goes to Its Students

PORTLAND, Me.—College has gone to students who could not go to it in this Maine city. Because many high school graduates were financially unable to enter one of the regular colleges, a new organization, Portland University Extension, Inc., was started as a joint effort of local groups, including the Y. M. C. A., and with the co-operation of Boston University and Bowdoin College, at Brunswick, Me. Courses include various liberal art studies and business administration. Bowdoin will give credit for the work done in liberal arts to students who wish to transfer, while Boston University will recognize the work in business administration. Dean Everett W. Lord of Boston University College of Business Administration is serving as dean.

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BUSINESS SCHOOL HAS 20th BIRTHDAY

BOSTON.—For fostering and nursing within a space of twenty years a tiny evening school devoted to business subjects into a college of business administration that is now the fifth largest in the country, Everett W. Lord, dean of the Boston University college of business administration, was honored publicly by the university recently with military pomp and academic ceremony.

President Roosevelt sent Dean Lord a personal greeting in which he said: "I should like to congratulate you and the College of Business Administration for having completed twenty years of pioneering work in the field of Commercial Education."

The feature of the occasion was presentation by members of the university chapter of Beta Gamma Sigma, honorary scholarship fraternity in colleges of commerce, of a portrait in oils of Dean Lord, painted by Margaret Fitzhugh Browne. President Daniel L. Marsh accepted the portrait for the trustees of Boston University.

The college of business administration, which opened in 1913, had an original enrollment of 274 students and was an evening school. Today the enrollment is more than 3,000 attending day and evening sessions.

Senators' Brains Found to Be Heavier

CAMBRIDGE, Mass.—United States Senators have brains two ounces heavier than Representatives, if the ratio of a partial examination of living American statesmen continues unaltered to the finish of an experiment reported to the American Association for the Advancement of Science. The weights of eighteen Senatorial and seventy-one Representatives' brains have been estimated in this study. The difference in weight was a surprise by-product of a project whose principal aim was to discover whether it was possible to increase the length of life of the nation's statesmen and of other intellectual leaders.

School Aid Voted in Michigan

LANSING, Mich. — The school aid bill recently passed during the special session of the Michigan legislature promises to furnish more funds for aid of needy districts than had been expected by the most hopeful of the educational group. The school aid fund is scheduled to receive approximately $1,000,000 a month from the liquor fund, according to estimates. It was also due to receive $1,200,000 in the state emergency fund, $3,000,000 of general fund cash and the sales tax revenue not absorbed by $32,000,000 a year of prior appropriations. This is expected to be adequate to meet the needs of the schools threatened with closing and to provide a revenue for permanent state aid of the public school system. Permanent aid was not contemplated in the bill passed by the Legislature, however. The bill provides that the school aid fund will cease to exist in June, 1935. It is expected that the school organizations will insist that some plan similar to that now provided be made permanent.

Equality Keynote At Carolina College

RALEIGH, N. C.—At Black Mountain College, the new progressive institution in North Carolina, no student works his way. "To have some students servants of the rest is disruptive of community life," the catalogue asserts. The problem of the student who cannot meet the full cost is solved not by having him work while others loaf, but by having all work somewhat, students and teachers alike. "For example, at meal times the food is served by volunteers and when it is necessary to work on the roads or cut wood volunteer crews do this under the supervision of a student," the statement explains. "It would, of course, be misleading to suppose that all students are equally alert in their responses. When the student learns to assume full responsibility, one of the principal tasks of the college is done." There is thus no discrimination between those who pay the full fee and those who pay less.

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BOOK TABLE

A Key to Literature

THE READER'S GUIDE TO EVERYMAN'S LIBRARY, by R. Farquharson Sharp, with Introduction by Ernest Rhys. Volume No. 889, in Everyman's Library. Cloth, 255 pages. J. M. Dent and Sons, Ltd., Aldine House, London; 286 Fourth Avenue, New York City: E. P. Dutton & Company, Inc.

Examination of this 889th volume in Everyman's Library almost overwhelms one with the realization of what a colossal service has been performed for the English-speaking world through the publication of this massive collection of selected volumes from the earth's enduring literature. The master purpose of Ernest Rhys and J. M. Dent, editor and publisher who jointly projected the great venture, was "to build up the greatest library for the common man the world has ever seen."

The introduction by Mr. Rhys reveals the fascinating story of how it all began and what obstacles were met and overcome. The handy little books were issued in batches of fifty titles at a time. Demands for reprinting caused a drain upon capital which was needed for new titles. But the idea was sound; the hurdles were surmounted; and the result to date is a collection of worthwhile books which, if one were to own a single copy of each, would occupy some eighty feet of shelf space.

This key volume of them all contains an alphabetical catalog of authors, titles, and themes. This catalog has many interesting annotations, and, taken as a whole, constitutes a quick reference dictionary to much of the best literature of all cultures down to the recent past.

An immense contribution to the joy and inspiration and enlightenment of Everyman continues to be made by this ongoing enterprise, now in its twenty-eighth year of monumental achievement.

Blind and Near-Blind

PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN, by Ralph Vickers Merry, Consultant in Child Guidance, Dayton, Ohio. Cloth, 243 pages. Cambridge, Mass.: Harvard University Press.

This nineteenth volume of the Harvard Studies in Education upholds admirably the high standards set for these publications.

This particular report covers a wide and important field and arrives at valuable results.

The author has gathered into a single volume of moderate size a comprehensive study of what has been done to date for children whose eyesight is so far below normal as to require special methods of teaching. Although not pretending to be a history of educational work for the blind and partially blind, it does trace, in a satisfying way, the development of schools for the blind and special classes. Chiefly, however, it is concerned with current procedures and their relations to educational theory. Problems yet to be solved are stated. One of these seems to be the modernizing of instruction in schools for the blind, where there is perhaps an overemphasis upon education as preparation for life, too little on education as a part of life. Another problem is the need of sight-saving classes, which now minister to only some 6,000 of the 50,000 persons under twenty years of age who require special attention though they are not really blind.

Mr. Merry's treatise can be read with profit by administrators and others who wish to know what is done or what they themselves can do to mitigate the condition of the child whose eyesight is below normal.

The Russian Experiment

SOVIET RUSSIA, 1917-1933, by Vera Micheles Dean, World Affairs pamphlet, No. 2. Cloth, 40 pages. Published jointly by Foreign Policy Association, New York, and Boston: World Peace Foundation.

This is a clear, compact, and apparently impartial review of the Russian experiment in socialistic government. Now that the United States is on speaking terms with the Union of Soviet Socialist Republics (successor to Russia as a world power), the time has arrived for objective study of the Soviet and all that has been going on under its administration in the past seventeen years.

Specially strong and illuminating are the author's treatment of the agrarian and foreign policies of the Soviet. Each of these policies has undergone great modification. It has been hard to win the peasants to sympathy with the rule of an industrial economy, and the problem may yet be far from solution, though important steps have been taken to stimulate agriculture by the un-ideal method of giving the peasants some chance for personal gains. As for trying to stir revolution in capitalist countries, the Soviet lays aside this purpose for the present at least, in favor of economic co-operation and the furtherance of peace.

The whys and wherefores of these changes are well explained in this handy little book of forty pages; on the whole a remarkable epitomization of the world's most amazing venture in revolutionized government. Miss Dean has not tried to make us like or not like it, but to understand what it is all about.

Character-Training Reader

THE TALKING STATUES. By Joseph B. Egan, M. A., Master, Harvard School, Boston, Mass. Illustrated by Catherine Cameron. Wellesley Hills, Massachusetts: The Welles Publishing Company.

"Talking Statues" is a sixth grade reader that represents a departure from the usual pattern and purpose of school readers. The growth of individual character has been made the dominant thought throughout.

It was the Journal of Education which first drew attention of the schools to Mr. Egan's "Character Chats," run as a regular feature in these columns for several years. Mr. Egan is going on with his important work through editing the well-known "Monthly Journal of Character Training," which bears his name and is now in its fourth year of publication.

It is Mr. Egan's conviction that the character-training motive will eventually underlie the teaching of all subjects. For, as he truly observes, the development of personality is the chief objective of instruction.

We have but to note the success of certain governments in shaping children's attitudes of loyalty to the state (rightly or wrongly) to realize how much can be accomplished by impressing the plastic minds of boys and girls with desirable concepts.

The book contains twenty-three new and original tales, done with the author's characteristic gift of narration, and constituting a continued story throughout the volume. The general plan is to precede each installment of the "Talking Statues" narrative with a chapter drawn from biographies of real men and women.

The book is suitably illustrated by an artist who has caught the spirit of the writer.

"Talking Statues" is a marked contribution to the efforts of modern educationists to relate education directly with life.